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ABSTRACT

Compiled from the resource collection of Michigan State University's Non-Formal Education (NFE) Information Center, this bibliography contains over 100 references to international publications related to children's education, environment, development, labor, and health, and the training of persons involved in child education, development, and health care throughout the world. Books, pamphlets, manuals, reports, articles, and other publications are included. The role of parents, families, and communities in child education is noted as a dominant theme of the bibliography. Some publications in Spanish, Portuguese, and French are included, and each citation contains an address where the publication may be obtained. Annotated citations are arranged within 4 sections covering: (1) education and child development; (2) issues and policies in children's projects and education programs; (3) primary health care, particularly in the fight against hunger, malnutrition, and infant mortality; and (4) journals, newsletters, special issues, and bibliographies dealing primarily with child development. An alphabetical non-annotated list of recent acquisitions at the NFE Center concludes the bibliography. (ESR)

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ANNOTATED BIBLIOGRAPHY #6

Children: Health, Education, and Change.

A Selected, Annotated Bibliography

Prepared by
the Staff of the
Non-Formal Education Information Center

1981

NON-FORMAL EDUCATION INFORMATION CENTER
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FOREWORD

Through its series of Annotated Bibliographies, the Non-Formal Education Information Center seeks to facilitate the sharing of materials among those actively engaged in non-formal education for development. The field of non-formal education is being built not only by a diverse transnational network of researchers and practitioners, but also by persons who are themselves the beneficiaries of non-formal education. For this reason, relevant literature is burgeoning from a variety of sources often eluding those most eager to access it.

Children: Health, Education, and Change. A Selected, Annotated Bibliography is compiled from the resource collection of the Non-Formal Education Information Center. It is the sixth in our series of annotated bibliographies, which includes:

No. 1. Women in Development

No. 2. Non-Formal Education and Health

No. 3. Literacy and Basic Education

No. 4. Projects, Training, and Strategies for Generating Income

No. 5. Managing Development Projects

The reader of this series will notice that some publications and resources are annotated in more than one of the bibliographies. This reflects the topical complexity of the field of non-formal education as well as the extent to which subareas of the field have become integrated to deal with specific issues and problems.

Men and women in the worldwide NFE network have brought to

our attention a number of the materials included in the present bibliography, thus providing a sense of the ways in which so many are addressing this important subject. The literature on children is wide-ranging, comprising such topics as children's education, environment, development, labor, and health. Because of the "fugitive" nature of many of the materials cited, we have included full information on document sources to aid readers in acquiring items of interest.

Many of the NFE Information Center staff participated in the compilation of this bibliography. Special acknowledgment is due, however, to Lela L. Vandenberg, Niloufer Abeysuriya, and Linda Gire Vavrus. In recognition of others who have contributed annotations, the final page of the bibliography lists individuals who have served on the Center staff between 1976 and 1981.

We welcome suggestions from our readers and invite new contributions related to this important area of interest.

Joan M. Claffey
Director
Non-Formal Education Information Center

This series of Annotated Bibliographies is published by the Non-Formal Education Information Center in cooperation with the Agency for International Development, Bureau of Science and Technology, Office of Education.

INTRODUCTION

This sixth in our series of annotated bibliographies emerges from concerns for children expressed over the years by development practitioners and, more recently, those generated by the 1979 International Year of the Child. Since the appearance of the issue of The NFE Exchange on "Children: Education and Change" (No. 18, 1980), many valuable documents in the general area have been contributed to the NFE Information Center. The present publication, expanding and updating the "Select Bibliography on Children" of that issue, draws together a wide range of sources on children -- their education, environment, development, labor, and health.

A dominant theme throughout the bibliography is the important role of parents, families, and communities in the education of their children. Learning is seen as change and growth, a creative and dynamic process that must be integrated into the child's total environment rather than relegated to the isolation of a classroom. As a result, the bibliography also emphasizes the active and functional aspects of learning -- not only the acquisition of knowledge, but also of skills, attitudes, and values.

The bibliography is divided into five sections, as outlined here.

1.0 Education and Child Development. Contains references illustrating the themes presented above as they relate to preschool, primary, and non-formal education of children. There are also descriptions of manuals, training courses, and projects and programs worldwide.

2.0 Issues and Policies in Children's Projects and Educational Programs. Issues dealt with in the references included in this section concern effectiveness and cost-efficiency of various educational programs, family-school linkages, learning environments, child labor, and the need for equity in education between boys and girls.

3.0 Primary Health Care: Fighting Hunger, Malnutrition, and Infant Mortality. The integration of child-care services is a major focus of section 3.1. References cited also deal with parental involvement in child health and nutrition; correlations between child mortality and mother's education; and the need for political solutions to redress inequalities, eliminate poverty, and solve malnutrition problems. Section 3.2 cites manuals for parents, teachers, and health workers, covering child nutrition and health care topics.

4.0 Journals, Newsletters, Special Issues, and Bibliographies. Under each category, provides a listing of publications that deal primarily or to a large extent with child

education and welfare.

5.0 Recent Acquisitions. Lists alphabetically documents of interest that were received at the NFE Center as this bibliography was already in the final stages of preparation for publication.

1.0 EDUCATION AND CHILD DEVELOPMENT

"An Impossible Dream? The Child Development Research Units of Kenya and Nigeria." Carnegie Quarterly. Vol. 27, No. 4, Fall 1979. Carnegie Corporation of New York, 437 Madison Avenue, New York, New York 10022, USA.

The Child Development Research Units of Kenya and Nigeria came into existence as part of the original and ambitious concept of establishing a worldwide network of centers dedicated to research on comparative child development. This research was designed to eventually yield universal principles of human behavior. The article relates the brief history of this project with reference to its origins, general operations, issues of conflict, and disruption. pp. 1-7.

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Bernard van Leer Foundation. Early Childhood Education in Jamaica. A Project Monograph. 1972. Bernard van Leer Foundation, P.O. Box 85905, 2508 CP, The Hague, Netherlands.

Describes the efforts of the Project for Early Childhood Education in Jamaica (PECE) to develop basic schools for children from deprived backgrounds. Through teacher training and curriculum improvement, PECE aimed to teach parents, teachers, and children that learning can be an active, creative, and liberating process of change and growth. Improvements in physical and material resources also contributed to the project's positive impact. 47 pp.

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Christian Education. "Pre-Primary Education." Vol. 59, No. 2, June 1979. Christian Education, 17 Boulevard Road, Delhi 110054, India.

Devoted to Indian experiences in education of young children, this issue reports on several efforts such as the Hawabagh Nursery School in Jabalpur, the Mobile Creches project in Delhi, and the Balar Kalvi Nilayam Nursery School in Tamil Nadu. 54 pp.

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Hohmann, Mary, Bernard Banet, and David P. Weikart. Young Children in Action: A Manual for Preschool Educators. 1979. High/Scope Educational Research Foundation, 600 North River Street, Ypsilanti, Michigan 48197, USA.

Describes a curriculum for preschool children based on Piaget's theory of cognitive development. By emphasizing that the responsibility for initiating learning experiences is shared by teachers and children, the curriculum helps children become active in building their knowledge and developing problem-solving and decision-making skills. The curriculum is based on key experiences in the areas of active learning, language, experiencing and representing, classification, seriation, numbers, spatial relations, and time. The manual offers suggestions for setting up a classroom, establishing a daily routine, and planning and teaching in teams, and describes examples of key experiences in detail. It also provides adaptations of the curriculum for bilingual/bicultural education, for preschool children with special needs, and for working with parents. The authors present research support for the curriculum. Appendices include additional resources and tools which may be useful. 336 pp.

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Instituto Colombiano de Bienestar Familiar (ICBF). Educacion de la Infancia y Comunidad Local. 1978. ICBF, Subdireccion de Promocion Social, Ministerio de Salud Publica, Avenida 68, Apartado Aereo 18116, Bogota, D.E. Colombia.

Describes some innovative education projects for children under 7 years of age, primarily in Colombia, which rely on a high degree of family and community participation. Part of a UNICEF-sponsored project to study and analyze new models of child care, the report considers experiences arising from the community, promoted by official organizations, or designed by research groups. Concluding the publication is a model for the integrated care and education of children in small neighborhood groups of 25-30, organized and administered by the parents and neighbors and supported by the national government. In Spanish. 91 pp.

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Jesien, George et al. A Home-Based, Non-Formal Preschool Program: Context and Description Validation of the Portage Model in Peru. 1979. Portage Project, Cooperative Educational Service Agency No. 12, Box 564, Portage, Wisconsin 53901, USA.

First provides general descriptions of non-formal, experimental education programs for children in selected Latin American countries, then focuses on a pilot project undertaken in Peru between 1977 and 1979. There is a synopsis of the development, implementation, and field-testing of the parent-mediated model designed to provide early instruction to young children in rural and urban low-income communities. 27 pp. (An initial Spanish version of the paper by George Jesien and Jose Aliaga, Un Programa Preescolar No Formal con Base en el Hogar: Contexto y Descripcion [1979, 32 pp.], is available from the Instituto Nacional de Investigacion y Desarrollo de la Educacion, Subdireccion de Investigaciones Educationales, Apartado Postal 1157, Lima 100, Peru. Also of interest is "A Report on the Portage Project 10 Years Later" in The Portage Report [Spring, 1980], available from the Wisconsin address.)

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Jesien, George, Martha Llanos Zuloaga, Gilbert Bustamante Guerrero, Maria Alcantara Carbajal, Sonia Palma Carrilo, Craig Loftin, and Donald Winkler. Informe Final de Proyecto "Validacion del Modelo Portage" Programa no Escolarizado de Educacion Inicial con Base en el Hogar. 1979. Direccion General de Educacion Inicial, Instituto Nacional de Investigacion y Desarrollo de la Educacion, Ministerio de Educacion, Lima, Peru.

This is a full-scale report on all major activities and evaluation results of the Portage-Model Project in Peru. The first part describes the plan of the project, designed to test experimentally a non-formal, preschool model for integrated education of children between 3 and 5 years of age. The second part discusses carrying out the project. The third part presents research data on the project at its two pilot sites in Lima and Cuzco. A final section summarizes conclusions and recommendations. In Spanish. 589 pp. (Other materials from the Portage-Model Project in Peru, in Spanish, include Donald R. Winkler, Analisis de Costos del Programa no Escolarizado de Educacion Inicial con Base en el Hogar and en el Peru [1979, 33 pp.], and Bertha Rics de Riboty, Manual de Alimentacion, Nutricion e Higiene para los Programas no Escolarizados de Educacion Inicial con Base en el Hogar [1979, 68 pp.].)

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Kanungo, Shukla Deb. 1st Annual Report: Primary Education Experimental Project. 1976. Social Work and Research Center (SWRC), Tilonia, 305812, Madanganj, Ajmer, Rajasthan, India.

Presents the findings of a study on primary school education in three Indian villages, Tilonia, Buharu and Phaloda. Undertaken in an attempt to identify ways in which primary school education might better meet the needs of village children, the study included a program to establish Children's Learning Centres in the three villages. Since the program recruited teachers without formal training, they participated in an orientation program that stressed community involvement, the regular school syllabus, and the use of locally available materials as teaching tools. Village children attended different programs at different times according to their schedules. The report suggests that although there were some problems (such as villagers' reluctance to encourage girls' education and their resistance to including practical experience in the educational program until they understood the reasons for it), the different approach to education in the district is producing some encouraging results. 10 pp.

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Lallez, Raymond. An Experiment in the Ruralization of Education: IPAR and the Cameroonian Reform. Experiments and Innovations in Education No. 8. 1974. Unesco Press, 7 Place de Fontenoy, 75700 Paris, France.

Describes changes made in the formal educational system of Cameroon in response to criticism that it was very expensive and that only a small number of children actually received diplomas and assumed useful roles in society. Attributing the poor performance of the educational system to the insufficient training of primary teachers and the unsuitability of education given, the government decided to undertake a program to "ruralize" education. Primary schools were to become centers of influence for both children and adults in rural communities. To carry out the innovation, the government, in 1967, established a teacher training institute which became the Institute of Rurally Oriented Applied Education (IPAR) in 1969. The IPAR is responsible for pre- and in-service training of teachers, and the development and production of educational materials. 113 pp.

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Lesotho Distance Teaching Centre. Learning Games: A Report on the Trial of Games to Help Rural Children in Lesotho Improve their Literacy and Numeracy. 1977. Lesotho Distance Teaching Center, P.O. Box 781, Maseru, Lesotho.

Describes a pilot experiment that effectively used learning games to aid out-of-school children improve their literacy and numeracy skills. The document presents the games — which involve the active participation of primary school children and their parents — and describes how they were used both in and out of school. The games were well-received by parents and children, as well as by teachers who adapted them to particular classroom needs. Also included are recommendations for improving the efficiency of the games; developing new games and better materials, using games with families, other groups, and individuals; and achieving wider distribution. 55 pp.

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Loftin, Craig R. Initial Education, Non-Formal Home-Based Program: Training Manual. 1979. Portage Project, Cooperative Educational Service Agency No. 12, Box 564, Portage, Wisconsin 53901, USA.

Manual intended for use by the professionals who are responsible for training paraprofessionals and administrative staff in the Portage-model Project in Peru. Although not designed to be self-sufficient, the guide includes the basic information that a paraprofessional home teacher needs to work with parents and their young children. It also contains information which a professional master-teacher needs to assist the paraprofessional staff and coordinate program activities. 252 pp. (Available in Spanish as Manual de Entrenamiento para Programs no Escolarizados de Educacion Inicial con Base en el Hogar.)

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McLevy, Catherine. Non-Formal Education for Children Outside School. 1979. Commonwealth Secretariat, Marlborough House, Pall Mall, London SW1Y 5HX, England, UK.

Paper presented to the committee on Content, Teaching, and Learning for Children Outside School at the Commonwealth Conference on Non-Formal Education for Development. Based on several assumptions about education which the author describes, the paper focuses on characteristics of children targeted by non-formal education programs, possibilities and limitations on the content of non-formal education programs, roles of teachers, and learning needs to be met by non-formal education. Accompanying this paper are a support paper, A Fijian Alternative to Formal Schooling, by Nelson Delailomaloma, and a model curriculum for the non-formal education of village children developed by the author. 29 pp. (The final report of the Commonwealth Conference, Mobilizing Human Resources, is available from the Commonwealth Secretariat.)

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Mount Carmel International Training Centre for Community Services (MCTC). Course on Kindergarten Teaching and Supervision. 1977. MCTC, 12 David Pinski Street, Haifa, Israel.

An account of a kindergarten teacher training course organized by MCTC and experienced by an international group of students. Outlines content of the subjects studied and reports significant insights gained through the programs of touring and study in Israel, Lesotho, and Thailand. 34 pp.

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National Council of Educational Research and Training (NCERT). Report of the Evaluation Committee on the Non-Formal Education Centre at Kiloleri, An Urban Slum Area of Delhi. 1978. NCERT, Department of School Education, Sri Aurobindo Marg, New Delhi 110016, India.

Part of an effort to evaluate non-formal education programs for the universalization of primary education, the report presents the programs of the Non-Formal Education Center at Kilokeri. The center functions to prepare out-of-school children for the responsibilities of work and adulthood. The center also serves as a laboratory for testing non-formal instructional programs and stragegies for community involvement in programs. Through two sections serving over 120 children, the center offers work-related instruction, training in literacy and numeracy, and general education. It also provides for in-service training and support for staff. The report includes concrete suggestions made by evaluators for the improvement of problems encountered in center operation. 23 pp.

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Prospects. "Elements for a Dossier: Issues and Opportunities in Pre-school Learning." Vol. 7, No. 4, 1977. Unesco, 7 Place de Fontenoy, 75700 Paris, France.

This issue on early childhood education highlights several ongoing projects, such as the centros de ensenanza inicial (Initial teaching centers) in Peru, Padres e Hijos (Parents and Children) projects in Chile, Tendieme Nursery in Senegal, and Mobile Creches in India. Also included are a discussion of issues related to preschool education in developing countries, a description of an experiment in the United Kingdom to study some aspects of child development in the context of preschool programs, and an article on the use of toys to help children development mental and physical abilities. pp. 506-579.

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Rural Development Society. Training of the Field Functionaires Guiding Children in NFE Centres. 1980. Rural Development Society, B-50 Alagesan Nagar. Chingleput 603001, India.

Report of training sessions held on 30 April 1980 for women selected as animators for balwadis (child-care centers) in five villages in Tamil Nadu State, India. There were sessions on child development, health, and learning patterns; math, language, and art activities; and program design and evaluation. To gain a better understanding of children as a basis for planning relevant programs, trainees observed and discussed children's activities and participated in role playing situations.

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Sanger, Clyde. Project Impact: A Progress Report on Innotech Project Impact in the Philippines and Proyek Pamong in Indonesia. 1977. International Development Research Centre (IDRC), P.O. Box 8500, Ottawa, Ontario K1G 3H9, Canada.

Describes Project IMPACT, an effort undertaken by INNOTECH, the Regional Center for Educational Innovation and Technology of the Southeast Asian Ministers of Education Organization (SEAMEO), to improve the delivery system for primary education. The system that has evolved involves the use of self-instructional learning modules which permits the educational system to serve a larger audience. Also discussed are some of the concerns raised by the project in the areas of displacement of teachers, student attendance, language of instruction, and project replication. 56 pp.

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Social Work and Research Centre. Preparatory Report: Primary School Educational Research Project (1975) and The Profile of a Concept in Practice (1976). Social Work and Research Centre, Tilonia 305812, Madanganj, Ajmer, Rajasthan, India.

Describes an experimental learning center that centers exclusively to non-schoolgoing children aged 6-11. Includes a comparative cost analysis of conventional primary schooling vs. the learning center and a discussion of developing a non-formal vs. a formal learning system.

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Soriano, Liceria Brillantes. "Mass Primary Education in the Philippines: Toward an Innovative Delivery System." In Frank H. Klassen and Howard B. Leavitt (eds.), Education for Development: Expanding the Role of Teacher Education. 1978. International Council on Education for Teaching, One Dupont Circle, Washington, D.C. 20036, USA.

Provides an overview of Project IMPACT, an effort undertaken to develop an effective and economical delivery system for mass primary education. The author describes the situation leading to the development of the program, methods of instruction, administrative problems, and results of initial evaluations. pp. 91-99.

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Southeast Asian Ministers of Education Organization (SEAMEO), Regional Centre for Educational Innovation and Technology (INNO-TECH). Project Impact for Mass Primary Education: Progress Report No. 4, July-December 1975. SEAMEO, INNOTECH, College of Education, University of the Philippines, Diliman, Quezon City 3004, Philippines.

Reports on problems encountered and accomplishments made in implementing Project IMPACT in the Philippines and Indonesia. Covers the areas of the development of learning modules and the learning management system, the preparation of instructional supervisors, and the organization of community resources and learning centers. 64 pp. +

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Undugu Society of Kenya. The Road to Ujuzi. 1978. Undugu Society of Kenya, P.O. Box 40417, Woodvale Grove-Westlands, Nairobi, Kenya.

Describes the varied educational and recreational activities of the Undugu Society. Founded to serve young people, primarily those who are out-of-school in the Nairobi area, the society offers opportunities for participation in sports, music and dance groups, vocational training, general education programs, and income-generating activities. 33 pp.

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UNICEF. Flow of External Aid to Education at the Primary School Level and to Non-Formal Education, and UNICEF Participation. UN Publication E/ICEF/L.1358. 1977. UNICEF, 1 United Nations Plaza, New York, New York 10017, USA.

Summarizes some of the educational problems faced by many countries that are attempting to meet basic learning needs of children, general policies relating to external aid for primary school-age children, and UNICEF's participation in this aid. Many countries have recognized the priority of non-formal and basic education, but few donors have followed this trend, and only a very small proportion of educational aid is for primary-school-age children. UNICEF attempts to fill the gap by giving aid to or cooperating with educational programs that are integrated with other basic services, intended for neglected groups, and directed toward reforming primary education. The report concludes that UNICEF's contributions, although important, are small in relation to the problem. 51 pp. +

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2.0 ISSUES AND POLICIES IN CHILDREN'S PROJECTS AND EDUCATIONAL PROGRAMS

Bernard van Leer Foundation. Evaluation Studies on Early Childhood Education Programmes: Selected Titles. 1977. Bernard van Leer Foundation, P.O. Box 85905, 2508 C.P., The Hague, Netherlands.

Prepared for those planning or involved in early childhood education programs, the list reflects both formative and summative evaluation processes used in sources published since 1967. Includes a useful index. 128 pp.

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Bernard van Leer Foundation. Parent and Community Involvement in Early Childhood Education. 1979. Bernard van Leer Foundation, P.O. Box 85905, 2508 C.P., The Hague, Netherlands.

Summary report of a 1979 seminar held in Colombia to examine possibilities for parent and community involvement in early childhood education and to focus on efforts undertaken by the Foundation to develop alternatives to existing practices. Conference participants generally agreed that families, schools, and communities need to be partners in the processes of change and educational innovation. An educational approach to improving the quality of life is not sufficient in itself, however; integrated efforts are needed which touch upon many other aspects as well. A full conference report that includes the papers presented is to follow. 39 pp. (Also available in Portuguese as Participacao dos Pais e da Comunidade na Educacao de Primeira Infancia: Sintese e Conclusoes [1980, 32 pp.].)

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Centre for Educational Research and Innovation (CERI), Organisation for Economic Cooperation and Development (OECD). The Economics of Early Childhood Services. 1980. For further information, contact: George Psacharopoulos, The London School of Economics and Political Science, University of London, Houghton Street, London WC2A 2AE, England, UK.

A working paper prepared for the Intergovernmental Conference on Policies for Children held in Paris in March 1980. Examines the costs and benefits of two kinds of preschool education: creches for the 0-3 age group, and kindergartens for the 3-5 age group. Concludes that further research is needed to determine the benefit to children over time of preschool programs, the optimal starting age, and the level of services. 65 pp.

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Coombs, Phillip H. with Roy C. Prosser and Manzoor Ahmed. New Paths to Learning for Rural Children and Youth. 1973. International Council for Educational Development (ICED), 680 Fifth Avenue, New York, New York 10019, USA; or P.O. Box 217, Essex, Connecticut 06426, USA.

Summarizes some of the results of a survey for UNICEF of twelve non-formal education programs in Africa, Asia, and Latin America. Undertaken by ICED, the study aimed to develop guidelines for assessing needs for non-formal educaion, planning effective and economical programs for rural children and youth, developing means to evaluate and strengthen programs, and defining ways in which agencies can implement programs. The document raises a number of issues related to such areas as neglected groups and learning needs; relationships between formal and non-formal education; effective methods, materials and personnel; and evaluation. 133 pp.

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Das, Jagannath Prasad, Manmohan Choudhuri, Jnandeva Maharana, Binode Kanunga, and Fakir Misra. "Need for a Parent's Movement." Medico Friend Circle Bulletin. December 1978. Ashvin Patel, Medico Friend Circle, 21 Nirman Society, Vadodara, 390005, India.

Proposes a parents' movement approach to improve the education that children receive both at home and in schools. The authors suggest that schools and child-rearing practices have discouraged creativity in children. Yet problems in society always demand new ideas. In order to achieve the goal of educational innovation, parents can meet in small groups to hold discussions, work on education problems together, and play an active role in management of local schools. pp. 2 +

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High/Scope Educational Research Foundation. Not By Bread Alone...A Workshop for U.S. Private Voluntary Organizations Having Programs for Children in Latin America. 1980. High/Scope Educational Research Foundation, 600 North River Street, Ypsilanti, Michigan 48197, USA.

Proceedings of a workshop whose basic theme was that the needs of children cannot be met by physical means alone. Broader processes of child development including psycho-social dynamics, which have long-reaching effects on human growth should be considered when formulating programs for needy children. Issues specifically addressed include: evaluating environments for children, and putting together programs for parents, infants, and preschool children. 106 pp.

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High/Scope Educational Research Foundation. Preschool Education in Latin America -- A Survey Report from the Andean Region, Vol. 1. 1978. High/Scope Educational Research Foundation, 600 North River Street, Ypsilanti, Michigan 48197, USA.

This is the first of a four-volume series on preschool education in Latin America. It presents the findings of a survey of programs concerned with preschool children and their families in Bolivia, Chile, and Colombia. Providing a comparative analysis of the existing conditions in those countries, the report discusses the goals, views, and programs of international agencies engaged in activities related to early childhood education. It explains various rationales behind investments in preschool education, including increased equity and educational opportunity for poor children, greater efficiency of the formal educational system through less wastage, optimal development of human resources, and increased productivity in the future for society. The report also discusses types of economic analyses that can be used in evaluating the effectiveness of early childhood education programs, and raises basic policy issues regarding the provision of preschool education. The volume contains a select annotated bibliography, and a list of variables that influence decision-making processes in early childhood education in Latin America. 149 pp.

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Kenya Education Review. "Pre-school Education." Vol. 3, No. 2, December 1976. Faculty of Education, University of Nairobi, P.O. Box 30197, Nairobi, Kenya.

This collection of articles and research findings examines preschool education from the perspectives of administrators, planners, teachers, researchers, curriculum developers, and sponsors. The articles analyze the evolution of preschool education in Kenya as a response to changing national needs resulting from socio-economic change. 140 pp.

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Leichter, Hope Jensen (ed.). Families and Communities as Educators. 1979. Teachers College Press, Columbia University, 1234 Amsterdam Avenue, New York, New York 10027, USA.

Linked by the notion that education in the broadest sense takes place in a variety of institutions, articles in this collection provide insights into the relationships among the different settings and into the ways in which individuals move through them. The editor elaborates on some concepts basic to understanding the complexity of such interrelationships so as to provide a framework for the other articles on family-community-school linkages, educational transfers across generations and cultures, and parent education. 246 pp. (In an earlier volume, The Family as Educator [1977, 129 pp.], by the same editor and publisher, articles explore diverse educational experiences that occur within the family unit among husbands, wives, siblings, grandparents, and other relatives.)

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Leiserson, Alcira. "Child Labour in Developing Countries." Internationale Entwicklung. No. 4, 1979. Osterreichische Forschungsstiftung fur Entwicklungshlife, Turkenstrasse 3/3, A-1090 Vienna, Austria.

Presents an overview of child labor in African, Asian, and Latin American countries. Conceptually the article presents child labor at two levels. As an economic practice, it refers to employment in gainful occupations and material contributions to labor income of families. As a social evil, it refers to deprivation of education, training, and later opportunities for higher wage earnings, with stunted physical and intellectual development. On the basis of case studies examining relationships between child labor and socio-economic circumstances of families, education, and adult employment, and international and national legislation concerning child labor, the author

concludes that child labor is an intrinsic part of the general condition of poverty. To achieve the broader objective of social and economic development, various measures must be taken, including education and employment-oriented programs and regulation of child labor. Within such a framework, public opinion can be effectively mobilized to improve the condition of children. pp. 3-13.

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Mendelievich, Elia (ed.). Children At Work. 1979. International Labour Office (ILO), CH-1211, Geneva 22, Switzerland.

An examination of child labor in various parts of the world. Child labor is seen as a problem when jobs are forced upon children, result in exploitation, and call for greater physical and mental resources than children possess. It is also a problem that has to be studied in its particular social, economic, and cultural context. The study endorses all efforts to improve the conditions of work and life of young people in the work force. Some of the efforts advocated are stricter enforcement of protective legislation, complemented with practical social welfare measures; far greater opportunities for schooling; and all steps needed to increase general awareness of existing conditions. Includes reports on child labor in Argentina, Greece, India, Indonesia, Italy, Morocco, Nigeria, Pakistan, Peru, and Thailand. 176 pp.

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Mount Carmel International Training Centre for Community Services (MCTC) with The Israel National Committee for UNICEF. International Seminar on Childhood, Culture and Community. 1979. MCTC, 12 David Pinski Street, Haifa, Israel.

Reports on a seminar that resulted in the pooling of international cultural experiences, which reflect the innumerable ways in which a child's personality and development can be affected by different cultural environments as well as different child-rearing practices. Shows concern for the child as a victim of contemporary social contradictions, such as problems of cultural identity in post-colonial societies, and cultural standardization and impersonality in industrialized countries. 124 pp. (A summary report of 14 pp. is also available from MCTC, which has sponsored a series of courses on kindergarten teaching and supervision. Inquiries may be directed to MCTC for reports on all its courses.)

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Novoa B., Andres R. and Maria Dolores Gomez R. El Nino en el Sector Rural Colombiano: Una Aproximacion a su Conocimiento. 1978. Fundacion para la Educacion Permanente en Colombia (FEPEC) y Fundacion Mariano Ospina Perez. Available from FEPEC, Apartado Aereo 53372, Bogota, D.E., Colombia.

Report of an exploratory study seeking to describe existing literature on the rural child in Colombia, public and private programs for rural children, critical needs, and alternative solutions. In Spanish. 101 pp. (Also available from FEPEC are several additional publications on children, including Desarrollo Infantil y Educacion No-Formal, Prevalencia de la Desnutricion, Brecha Alimentaria, y Desarrollo Mental, and El Desarrollo del Nino a traves de la Familia y la Comunidad -- Una Experiencia.)

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Smilansky, Moshe. Priorities in Education: Pre-School: Evidence and Conclusions. World Bank Staff Working Paper No. 323. 1979. The World Bank, 1818 H Street, N.W., Washington D.C. 20433, USA.

Part of a World Bank investigation to evaluate relative educational investment priorities in different age groups, the report focuses on preschool intervention experiments, primarily in the United States, European countries, and Israel. The report discusses evidence that (1) there is a possible critical period in the child's cognitive development; (2) a dominant share of intelligence develops during early childhood; (3) there is a high correlation between home environment and a child's IQ (a standardized measure of intelligence), school achievement, and teacher ratings; (4) traditional kindergartens are unable to prepare disadvantaged children for the expectations of schooling and (5) malnutrition and other health conditions have an impact on cognitive development. Results of studies where parents

were involved in early childhood development indicate that support for the existing family structure offers the best chance of augmenting the abilities of disadvantaged preschool children and increasing the likelihood of later achievement. The author suggests that priority should be given to educational support for the family unit, and that adolescents are the most effective age group for such support. An appendix to the paper presents evidence for this suggestion. 72 pp. (An accompanying paper, Ability in Pre-Schoolers, Earnings, and Home Environment [1979] by Roger Grave is also available from the World Bank.)

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Tienda, Marta. "Economic Activity of Children in Peru: Labor Force Behavior in Rural and Urban Contexts." Rural Sociology. Vol. 44, No. 2, Summer 1979. Rural Sociological Soceity, University of Tennessee, 324 Morgan Hall, Knoxville, Tennessee 37916, USA.

Relationships between costs and benefits of children, and between fertility and population growth, provide the backdrop for this study. More specifically, the paper deals with demographic, family, social, and residential factors that affect participation in the labor force by children in Peru. It was found that participation of boys relative to girls increases with age, indicating that the demand for children and fertility levels may be related to sex preferences. Social stratification and greater participation in the labor force of children in rural, as opposed to urban, areas imply a broader question of how economic development may relate to fertility. On the basis of other findings, the author recommends better education for parents, alternatives for wage employment, and a possible shift in the locus of production from the farm to the market, to lower the fertility rate in Peru. Greater opportunities for wage employment and expanded public welfare benefits could induce parents to set lower goals for the size of families, by raising the relative costs of children while concurrently lowering their economic value. pp. 370-391.

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Unesco. Alternative Approaches to School Education at Primary Level. 1977. Unesco Regional Office for Education in Asia and Oceania, C.P.O. Box 1425, Bangkok, Thailand.

Final report of a 1976 regional seminar on the need for alternative approaches to education in Asia. Such alternatives must be provided, particularly for young people 5-14 years of age who have received less attention in educational planning than older youths. The report suggests that educational development needs to be designed within the framework of a socio-economic development policy that reflects social justice and principles of equity, with general access to educational opportunities. Alternative educational programs need to build upon the experiences of the learners -- reflecting their social, cultural, and economic milieu -- with teachers serving as facilitators of the learning process. The report suggests that these programs be decentralized so as to benefit from local resources and community participation. The main conclusion of the seminar is that countries cannot meet learning needs of people only by making slight changes in existing educational structures; rather, they must actively explore viable alternatives. 45 pp.

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Unesco. Comparative Report on the Role of Working Mothers in Early Childhood Education in Five Countries. 1978. Unesco, 7 Place de Fontenoy, 75700 Paris, France.

Compares the situation of working mothers in early childhood education in Egypt, Hungary, India, Nigeria, and Trinidad-Tobago, in order to identify some of the problems encountered in helping women fulfill the dual and often conflicting roles of parent and wage-earner. Such changes as a shift from home-based to wage employment for women, urbanization, and replacement of the extended family by the nuclear family, have led to an erosion of traditional support systems for child rearing. Except in the case of Hungary, only an insignificant share of preschool-age children of working mothers are enrolled in any institution. This situation exists despite legislation in all study areas to aid and protect working mothers. The report attributes limited facilities for early childhood education -- and the low participation rates of children of working mothers in such facilities -- to negative attitudes or lack of awareness of the need for and potential usefulness of such facilities, to inadequacies in structuring and provision, and to problems in policy development and implementation. 82 pp.

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Unesco. New Approaches to Education of Children of Pre-School Age. 1979. Unesco Regional Office for Education in Asia and Oceania, C.P.O. Box 1425, Bangkok, Thailand.

Report of a 1978 regional meeting convened as a forum for the exchange of ideas and experiences in early childhood education among member states of Unesco in Asia and Oceania. These countries have incorporated formal and non-formal education in their development objectives for both economic and egalitarian reasons. There has been less emphasis, however, on preschool programs that promote both the biological, emotional, social, and intellectual growth of children and the ecology in which children live. The discussion covers problems and issues related to early childhood education, research and pedagogical concerns, and an agenda for action. Specific recommendations are made with respect to national and international policies and programs. 78 pp.

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Unesco -- UNICEF Cooperative Programme. Basic Services for Children: A Continuing Search for Learning Priorities. Parts I and II. Experiments and Innovations in Education, Nos. 36 and 37. 1978. Unesco, 7 Place de Fontenoy, 75700 Paris, France.

Collected descriptions of programs and field experiences, at both national and local levels, that have been designed for the development of learning opportunities for children. The descriptions represent a variety of initiatives in education and other sectors and cover a diverse set of target learners. Articles included in the two parts are grouped into several sections: school-based programs, out-of-school programs, mobilizing various mediators for learning programs, special programs for very young children, integrated approaches to attacking problems, and activities related to the identification of learning needs. The purpose is to stimulate among those who specialize in the planning and designing of learning opportunities, rather than to provide guidelines for solving specific problems. Part I, 240 pp.; Part II, 229 pp.

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Unesco -- UNICEF Cooperative Programme. Preparing Children for the World of Work. n.d. UNICEF Eastern Africa Regional Office, P.O. Box 44145, Nairobi, Kenya.

Report of a 1978 regional meeting held in Nairobi at which the participants discussed national initiatives concerned with implementing basic education for children. They generally agreed that the goal of education is to provide children with opportunities to develop knowledge, skills, attitudes, and values which make it possible for them to deal with the complexity of their communities and nations. Work, including wage employment, self-employment, and other kinds of productive activity at home and in the community, is one aspect of life for which children should be prepared. Basic education can be implemented best by involving parents and community members in programs, developing content that reflects the specific environments of children, and making use of a variety of channels and methodologies. 191 pp.

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United Nations. Basic Services for Children in Developing Countries. UN Document No. E/ICEF/L.1342. 1976. United Nations Economic and Social Council, United Nations Plaza, New York, New York 10017, USA.

Very useful to administrators interested in how to organize the provision of basic services for disadvantaged children. As an alternative to ineffective piecemeal solutions, the report stresses the concept of interrelated services -- such as those affecting family planning, maternal and child care, improvement in the linkages between formal and non-formal education, provision of latrines, the water supply, and greater use of village-level technology. The participation of trained village agents and other representatives of the community is considered essential. Another important consideration is the estimating of necessary resources in terms of funds and equipment, set down in order of magnitude. 51 pp.

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United Nations International School (UNIS). Working Paper for the UNIS/UN Student Conference on Development Strategies and the Needs of Children in Celebration of the International Year of the Child. 1979. UNIS, 24-50 East River Drive, New York, New York 10010, USA.

Report of a conference held to examine issues related to children and development. Set in the framework of a basic-needs or basic-services approach to development, the document highlights several aspects of this strategy. Although there are many interpretations to consider, this approach generally involves the distribution of limited resources in such a way as to bring the greatest benefits to the largest number of people. Many insist that participation of target groups in planning and implementation is essential. Proponents suggest that healthy and productive people, those whose basic needs have been met, are in a better position to contribute

to the development of their countries. Critics argue that this strategy does little to eliminate dependent relationships among countries or to create new wealth. The paper discusses basic needs of children in the areas of food and water, housing, and education. Also examined are issues related to population, women and development, employment, appropriate technology, rural development and urbanization, war and disarmament, multinational corporations, and the law of the seas. 32 pp.

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3.0 PRIMARY HEALTH CARE: FIGHTING HUNGER, MALNUTRITION, AND INFANT MORTALITY

3.1 GENERAL

Arango, Marta and Glen P. Nimnicht. Innovating the Delivery of Programs for the Healthy Development of Young Children: A Productive Approach for the Developing Countries. 1977. Laboratorio Internocional de Educacion (LIDE), Apartado Aereo 91229, Bogota, Colombia.

Clearly presents the example of an integrated child-case delivery project operated in four poverty-stricken villages of Colombia. The project could be considered something of a model of foresight and planning, being designed specifically to overcome shortcomings common to most development efforts. A major innovation is the full use of locally available ecological and human resources, which includes mobilizing the parents as paraprofessionals in the fields of nutrition, health, and education. 28 pp.

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Caldwell, J.C. Influence of Maternal Education on Infant and Child Mortality: Levels and Causes. 1981. Department of Health Planning and Administration, School of Public Health, University of Michigan, Ann Arbor, Michigan 48109, USA.

States emphatically that a strong correlation exists between levels of women's education and the survivorship of their children. Though previously reported in Nigeria, evidence of this relationship can be found in a range of Third World countries. 21 pp.

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Centro para el Desarrollo de la Educacion No-Formal (CEDEN). Desarrollo Infantil y Educacion No-Formal. 1977. CEDEN, Apartado Aereo 53772, Bogota, Colombia.

Compilation of reports on a CEDEN study of the relationship between malnutrition and several variables associated with diet, socio-economic level, and mental development. Includes tables on demographic characteristics and the food-consumption pattern of infants in a Bogota neighborhood. In Spanish. 112 pp.

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Christian Action for the People (Acao Crista Pro Gente). Complementary Feeding Project (Alimentacao Complementar). 1981. Acao Criste Pro Gente, QNN, Modulo E, Area Especial, 72000 Ceilandia, D.F., Brasil.

Outlines a three-year project (starting in January 1982) to supplement the daily nutrition of 330 students, 3-18 years old, from poor families in the economically depressed North Ceilandia area of Brasilia -- Brazil's Federal District (D.F.). The program of a complete meal and one lunch five days a week would give 150 preschoolers (3-6) two-thirds of their essential food requirements, while one balanced lunch a day would assure 60 young children (7-10), 80 adolescents (11-14), and 40 young men and women (15-18) one-quarter of their daily nutritional needs. There would be appropriate assessment of physical and mental health improvement, and instruction in hygiene, nutrition, and food preparation geared to the age groupings and their ethnic and cultural backgrounds. Acao Crista Pro Gente is a non-profit, interfaith society founded in 1973 that stresses educational activities and social assistance. (It also has such projects as "Handicrafts, Creativity and Sports" (Artesanato/Criatividade/Esporte) [1981, 3 pp.] and "Education, Creativity and Production" (Educacao/Criatividade/Producao) [1981, 4 pp.] planned for the same area of 55,000 people, roughly a one-mile (1½ km.) circle around its Community Center.) In Portuguese. 4 pp.

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Cochrane, Susan M., Joanne Leslie, and Donald J. O'Hara. Parental Education and Child Health: Inter-Country Evidence. 1981. Department of Health Planning and Administration, School of Public Health, University of Michigan, Ann Arbor, Michigan 48109, USA.

Drawing examples from statistical practices adopted in selected case studies, the report discusses the methodological problems faced when trying to estimate the effect of parental education on child health. 95 pp.

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Gish, Oscar. "This Year it's the Children's Turn." Internationale Entwicklung, No. 2, 1979. Internationale Entwicklung, Osterreichischen Forschungsstiftung fur Entwicklungshilfe. Turkenstrasse 3/3, A-1090 Vienna, Austria.

Suggests that the designation of 1979 as International Year of the Child finds meaning only in those concrete social and economic actions that will improve the lives of children. Interventions that bring an end to poverty can serve to eliminate malnutrition, the most significant factor in high infant-mortality rates. There are no technical reasons for hunger in the world or for child malnutrition. The interrelated problems of hunger, malnutrition and infant mortality are induced by unequal access to the world's food resources. Basic-needs approaches to solving problems are unlikely to be effective in eliminating malnutrition until political solutions evolve to redress existing inequalities between individuals, groups, and nations. pp. 11-21.

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"Joining Church and Community Activism: The Child and Family Justice Project." Carnegie Quarterly. Vol. 28 No. 1, Winter 1980. Carnegie Corporation of New York, 437 Madison Avenue, New York, New York 10022, USA.

The Child and Family Justice Project of the National Council of Churches in Christ (NCC), active in 20 states of the USA, illustrates a widespread interest in community welfare by churches. Work of the Lumberton, North Carolina, committee is given as an example. This church-sponsored committee works to make more effective a federally financed program on Early and Periodic Screening, Diagnosis and Treatment (EPSDT) for all harmful health conditions among the children of surrounding Robeson County -- a largely rural, low-income group about evenly divided among Blacks, Whites, and Native Americans (the Lumbee Indians). pp. 1-5.

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Morley, David. Prioridades en la Salud Infantil. 1977. Editorial Pax-Mexico, Libreria Carlos Cesarman, S.A. Apartado Postal 45-009, Mexico-1, D.F., Mexico.

Spanish translation of Pediatric Priorities in the Developing World. Suggests lines of inquiry for determining medical priorities, and provides technical information to assist the rural doctor or health promoter deliver child health-care services based on limited resources. 416 pp.

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Nordberg, Olle, Peter Phillips, and Goran Sterky (eds.). Action for Children: Towards an Optimum Child Care Package in Africa. 1975. Dag Hammarskjold Foundation, Ovre Slottsgatan 2, S-752 20, Uppsala, Sweden.

Workshop report based on the proceedings of the 1973 Dag Hammarskjold Seminar on the "Dilemma of Quality and Cost in African Child Care" held in Addis Ababa, Ethiopia. The purpose of the seminar, which involved people of diverse disciplines from different parts of the world, was to elaborate an "optimum package" program for child care in Africa, given limited resources. The package consists of five inputs, including social inputs (parents education and the socialization process), perinatal care, nutrition in infancy and childhood, immunization, and hygiene and environmental sanitation. Because limited resources are available for the development of these support systems, coordination of services is important. Also included in the report are background papers on structuring for change, early years of childhood, children and society, and a discussion of dilemmas that health workers commonly confront. 238 pp.

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Overseas Education Fund (OEF). Child Care Needs of Low Income Mothers. 1979. OEF, League of Women Voters, 2101 L Street, Washington, D.C. 20037, USA.

Final report derived from a search of literature, research in six countries (Korea, Malaysia, Sri Lanka, Brazil, Dominican Republic, and Peru), in-country workshops, and an international conference. The report concludes that child-care programs can serve as a means of facilitating the incorporation of women in the development process. Equally important, such programs benefit children directly through provision of educational opportunities and nutritional supplements and can serve as the focus of community development programs. The report delineates areas for international assistance in the development of child-care programs. (One of the studies from which this report is drawn is The Burdened Women: Women's Work and Child Care in the Dominican Republic by Vivian Mota, also available from OEF.) 16 pp.

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Trussell, James and Samuel Preston. Estimating the Covariates of Childhood Mortality from Retrospective Reports of Mothers. 1981. Department of Health Planning and Administration, School of Public Health, University of Michigan, Ann Arbor, Michigan 48109, USA.

Specifies statistically sound procedures for estimating covariates in child mortality, using demographic data from South Korea and Sri Lanka for purposes of illustration. The chief objective of this exercise is to suggest statistical procedures capable of correlating child mortality with socio-economic characteristics such as family, household, and community. 41 pp.

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Unesco. Basic Services for Children in Developing Countries. E/ICEF/L.1342. 1976. Unesco, 7 Place de Fontenoy, 75700 Paris, France.

Calls attention to the urgent needs of children and mothers from the estimated 900 million families living in absolute or near poverty in the rural areas, urban slums, and shanty towns of the low-income countries. Rapid expansion of interrelated basic services in maternal and child care and other health, nutritional, and environmental components is strongly recommended. The means of accomplishing that is discussed. 51 pp.

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3.2 MANUALS

Aarons, Audrey and Hugh Hawes. CHILD-to-child. 1979. Institute of Child Health, 30 Guilford Street, London WC1N, 1EH, England, UK.

Manual of ways in which children can help themselves, their younger brothers and sisters, and other children in their community, in the areas of health care, nutrition, and play. Addressed to parents, teachers, health workers, and others who work with children, the book describes ways in which needs can be identified, learning activities for children organized, and effectiveness of activities assessed. Included are ideas and instructions for making toys, conducting a community health survey, and preparing drinks for dehydrated children. 104 pp.

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Brown, Judith E. and Richard C. Brown. Finding the Causes of Child Malnutrition: A Community Handbook for Developing Countries. 1979. Task Force on World Hunger, Presbyterian Church in the United States, 341 Ponce de Leon Avenue, N.E., Atlanta, Georgia 30308, USA.

Handbook designed for health workers who want to eliminate protein-energy malnutrition of children in their communities. It provides practical guidelines for determining whether such malnutrition exists, identifying food problems, and determining methods to deal with the problems that have been identified. In the appendices are instructions on measuring arm circumference, finding a child's birth date, and measuring weight-for-age and weight-for-length. Also included are additional sources of information and English-system weight lists. The publication is available in French as Manuel pour la Lutte Contre la Malnutrition des Enfants. 73 pp.

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D'Heer, A. Une Nourriture Saine. n.d. Project-Soya, B.P. 110, Kananga, Zaire.

Two volumes for rural health workers that provide essential information on nutrition. Volume 1 (48 pp.) summarizes topics such as maternal and child nutrition and the use of soya and vegetables in food preparation. Volume 2 (80 pp.) suggests methods and materials for stimulating discussions on the topics outlined in the first volume. In French.

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de Hertaing, I. Rotsart and J. Courtejoie. L'Enfant et la Sante. 1980. Bureau d'Etudes et de Recherches pour la Promotion de la Sante, B.P. 1977, Kanga-Mayumbe, Republique de Zaire.

A practical manual for the community-health paraprofessional aiming to illuminate the health problems of children. Deals extensively with the causes and symptoms of a wide range of diseases, emphasizing the link between health and social, economic, cultural, and psychological factors. Calls for an integration of curative practices with preventive measures and family health education. In French. 478 pp.

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Ghosh, Shanti. The Feeding and Care of Infants and Young Children. VHAI-CH-1 (Eng). 1976. Voluntary Health Association of India (VHAI), C-14 Community Centre, Safdarjung Development Area, New Delhi 110016, India.

Addressed to doctors, nurses, health workers, and trainers of village paraprofessionals, this book by a renowned Indian pediatrician, aims "to provide a practical background of knowledge to all those concerned with health and nutrition." Chapters deal with a variety of topics related to the nutritional needs of pregnant women and young children, diseases and infections caused by or related to malnutrition, and health and nutrition education. Annexes include valuable food-nutrient charts of local Indian foods, supporting the book's stated main purpose "to emphasize the fact that the child can be adequately nourished with the common household food available, provided he or she is given enought of it." 118 pp.

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King, Maurice, Felicity King, and Soebagio Martodipero. Primary Child Care: Book One. A Manual for Health Workers. 1978. Oxford University Press, Walton Street, Oxford OX2 6DP, England, UK.

Detailed technical manual for health workers who provide primary care to children. Designed to be used as a reference, the book gives instructions for examining children and identifying symptoms; diagnosing, managing, and treating illnesses; and educating members of the family and community to care for themselves and each other. 315 pp.

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Morley, David and Margaret Woodland. See How They Grow. 1979. Macmillan Press Ltd., 4 Little Essex Street, London WC2R 3LF, England, UK.

Designed for front-line health workers, this manual offers an approach to monitoring child growth for appropriate health care in developing countries. Instructions are presented for using the growth chart, as one type of medical record, to help diagnose, assess the severity of, and manage the treatment of children's diseases. There are discussions of the effects of breast feeding and birth intervals on children's health; the use of the growth chart as a measure of child nutrition; factors which predispose children, families, and communities to risk; the involvement of communities in health-care delivery; and the use of paraprofessional health workers. Recognizing that adequate physical growth is not enough for the full social, emotional, and intellectual growth of children, the authors describe and call for stimulating and loving environment for children. 265 pp.

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Programmes for Better Family Living (PBFL). Enlightening the Family. n.d. PBFL, P.O. Box 30470, Nairobi, Kenya; or Food and Agriculture Organization of the United Nations (FAO), Via delle Terme di Caracalla, 00100 Rome, Italy.

A manual intended for leaders of adult education groups to help them make group discussions interesting and relevant and give practical demonstrations related to health, nutrition, child development, family planning, and agriculture. The manual suggests stimulating questions in each of these areas and provides substantive information on problems and detailed instructions for solving them. The lessons were originally prepared for use in Machakos District of Kenya, but may be adapted for use in other rural areas as well. An appendix includes recipes for infant foods. 175 pp.

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Sister Sara. Simple Teaching Aid for Mother and Child Care. Mobile Orientation and Training Team (MOTT), 7, Sial Layout, Sitaram Das Road, Nagpur 440013, India.

A practical booklet of visual aids for health educators to use in teaching and stimulating discussions about pregnancy, childbirth, and factors influencing children's health. 13 pp.

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4.0 JOURNALS, NEWSLETTERS, SPECIAL ISSUES, AND BIBLIOGRAPHIES

4.1 SPECIAL ISSUES

Assignment Children. "IYC, A New Focus on Policies and Children." No. 47/48, Autumn 1979. UNICEF, Villa Le Bocage, Palais des Nations, 1211 Geneva, Switzerland.

This special issue on International Year of the Child (IYC) focuses on the situation of children in development planning with discussions of what IYC (1979) was able to accomplish. Also included are case studies of programs for children in Puno and Lima, Peru; day-care centers in the Casamance area of Senegal; and the CHILD-to-child Program of the Institute of Child Health in London, England. Assignment Children generally examines current developments in social welfare programs and policies regarding children, youth, and women, and addresses both practical and research concerns. 224 pp. (Published in French under the title Les Carnets de l'Enfance.)

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Christian Education. "The Child." Vol. 57, September 1978. Christian Education, 17 Boulevard Road, Delhi 110054, India,

Summarizes the objectives of the declaration of the International Year of the Child (IYC) and clarifies its meaning for India. Highlights the operations of several ongoing projects committed to serving children and calls attention to ways and means of resolving problems such as mal-nutrition.

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Development Forum. Vol. 7, No. 1, January-February 1979. Development Forum General Edition, Centre for Economic and Social Information, C-535, United Nations, 1211 Geneva, Switzerland.

Included in a special section for International Year of the Child are several short articles which deal with migrant children, child abuse, children in foster homes, child labor, the effects of television on children, and parental involvement in children's education. pp. 5-7.

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Forum. "Special Edition: Year of the Child." Vol. 1, No. 2, Autumn 1979. Canadian University Service Organization (CUSO), G-3, 151 Slater Street, Ottawa, Ontario K1P 5H5, Canada.

Contains articles about children facing problems in varying life situations. The articles deal with a wide range of subjects such as health and educational prospects of Colombian children; taking care of emotionally disturbed children on Rohan Farm, a goat-rearing project for unemployed Jamaican Youth; and controversial issues such as boycotting the use of infant-food products and combating racial discrimination. pp. 3-22.

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IDRC Reports. "Dossier: Development for Children." Vol. 8, No. 1, March 1979. International Development Research Centre (IDRC), P.O. Box 8500, Ottawa, Ontario K1G 3H9, Canada.

Special dossier reporting on IDRC's participation in development projects and related activities for children. It is comprised of several short articles on the benefits of breast-feeting, nutrition for children, research on infant mortality, child labor, and "The Value of Children" research study. pp. 11-18. (This periodical is available in Spanish as EL CIID Informa, from Apartado Aereo 53016, Bogota, Colombia; and in French as Le CRDI Explore, from B.P. 11007, Dakar, Senegal.)

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IWTC Newsletter. No. 8, January 1979. International Women's Tribune Center (IWTC), 305 East 46th Street, New York, New York 10017, USA.

A special issue of the IWTC Newsletter devoted to the International Year of the Child. Reiterating the rights of children, it describes projects attempting to meet the needs of children in the areas of daycare, education, and nutrition. Also contains a brief bibliography on pertinent United Nations materials, mass media materials, and special periodical issues.

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McHale, Magda Cordell and John McHale, with Guy F. Streatfeild. "World of Children." Population Bulletin. Vol. 33, No. 6, 1979. Population Reference Bureau, Inc., 1337 Connecticut Avenue, N.W., Washington, D.C. 20036, USA.

Provides an overview of children in history, their current problems and needs, and directions to be taken to fulfill those needs. The bulletin presents demographic information about children worldwide, and indicates particular needs of the 80% of the world's children living in Africa, Asia, and Latin America in such matters as health, education, food, shelter, water and sanitation. The bulletin describes the UNICEF basic-services approach to meeting children's needs through local involvement and integrated efforts. It concludes with a discussion on the rights of the child and prospects for the future. 48 pp. (Companions to this document are the World's Children Data Sheet and a chartbook on Children in the World; both are available from the Population Reference Bureau.)

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New Internationalist. "Changing Childhood." No. 66, 1978. New Internationalist, 113 Atlantic Avenue, Brooklyn, New York 11201, USA; or Montagu House, High Street, Huntington PE18 6EP, Cambridgeshire, UK.

In cartoon form, readable by both parents and children, the issue examines and presents the power and responsibilities of children in the world. 32 pp. (Other issues of New Internationalist focus on children, including "The Hand that Rocks the Cradle" [No. 58, December 1977] and "Children's Voices" [No. 76, June 1979].)

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Reardon, Betty. "The Child and World Order: Reflections on International Year of the Child." The Whole Earth Papers. No. 11, 1979. Global Education Associates, 552 Park Avenue, East Orange, New Jersey 07017, USA.

Special issue on children to commemorate the International Year of the Chile, 1979, outlining the conditions of most children today. Children are presented as victims of the present international system of competing nation states. Often regarded as possessions rather than people, children are found low in the paradigm of dependence and dominance and are often institutionalized and alienated, lacking any means of defense. The author sees an urgent need for major changes in perspectives on public issues, a shift in values, and a transition from a punitive to a parenting society. She concludes with the recommendation that the future of children be based on the principles of peace, ecological balance, economic well-being, social justice, and participation in decision-making. 10 pp.

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The NFE Exchange. "Children: Education and Change." No. 18, 1980. Non-Formal Education Information Center, Michigan State University, College of Education, 513 Erickson Hall, East Lansing, Michigan 48824, USA.

Focusing on the role of education in preparing children to participate in improving their societies, this special issue highlights innovative projects, many of them aiming to involve parents in their children's education and to integrate adult and child programs. Starting with some sobering statistics describing the 100 million poverty-stricken children under 5 years of age, the lead article goes on to describe a variety of NFE programs -- for children and other -- which share the goal of improving a child's chances to shape his or her environment. A recurring reminder underlies this theme: education is only one element in a social, economic, and political superstructure that may have to be altered before any educational program can be effective. 28 pp.

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WACC Journal. "International Year of the Child." Vol. 26, No. 4, 1978. World Association for Christian Communication (WACC), 122 King's Road, London SW3 4TR, England, UK.

A collection of articles which present different perspectives on the stimulative effects and uses of mass media for children. Media types dealt with specifically are TV, radio, literature, and newspapers. Most authors stress the unsuitability of existing media content for children and also point out that children are largely ignored when writers and producers are compiling and presenting programs. 47 pp.

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World Education Reports. No. 18, January 1979. World Education, Inc., 251 Park Avenue South, New York, New York 10010, USA.

This issue of World Education Reports, devoted to the International Year of the Child, includes several articles describing children's perspectives of their work and various programs and issues related to meeting needs of children. 24 pp.

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4.2 JOURNALS AND NEWSLETTERS

Bernard van Leer Foundation Newsletter. Bernard van Leer Foundation, P.O. 85905, 2508 CP The Hague, Netherlands.

Briefly describes the objectives and operations of projects supported by the Foundation in the 1980's. Projects listed cover those just beginning, just concluding, and those fully active. In keeping with the foundation's accent on breaking through the cycle of disadvantagement, projects sponsored are those concerned with early childhood, education, parent education, integrated education for development, and various special programs.

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CHILD-to-child Programme Newsletter. Institute of Child Health, 30 Bullford Street, London WC1N 1EH, England, UK.

Reports on CHILD-to-child projects being undertaken around the world. In these projects, school-age children participate in preventive and curative health activities and learn stimulating play activities, ways to improve their environments, and child-care techniques.

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International Child Welfare Review. The International Union for Child Welfare, 1 Rue de Varembe, 1211 Geneva 20, Switzerland.

A quarterly review containing articles, descriptions of programs and organizations, announcements, and reports of conferences, meetings and seminars. All relate to child-welfare concerns worldwide. Also includes annotated bibliographic supplement.

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Los Ninos. Oficina de Communicaciones, Instituto Colombiano de Bienestar Familiar (ICBF), Subdireccion de Promocion Social, Ministerio de Salud Publica, Avenida 68, Apartado Aereo 18116, Bogota, D.E., Colombia.

A monthly publication in Spanish on the care and non-formal education of preschool children through the participation of the family and the community. The publication, part of an ICBF-UNICEF project to investigate new methods to promote child development, serves as a forum for the exchange of ideas and experiences from various community groups.

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Save the Children Reports. Save the Children Federation, Inc., Wilton Road, Westport, Connecticut 06880, USA; and 777 United Nations Plaza, New York, New York 10017, USA.

A newsletter describing the various programs and projects supported by the Save the Children Federation, whose goals are to help families and communities meet the basic needs of their children, and to encourage the increased participation of women in meeting that goal. The Fall 1980 issue includes descriptions of a new Crafts Center as an outlet for Appalachian crafts; gardening and nutrition programs for Cherokee Indians; and various programs involving women in Tunisia, Bangladesh, and Colombia. Also addresses issues on Women in Development.

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UNICEF News. UNICEF, One United Nations Plaza, New York, New York 10017, USA.

Quarterly publication covering a wide range of experiences, particularly as they relate to children. Each issue deals with a specific topic such as nutrition, environment, women and development, families, and education and development. In "Enlisting Fathers in the Fight Against Malnutrition" (UNICEF News, 92/1977/2, pp. 9-11), John Balcomb describes an effort in Machakos District of Kenya to involve both men and women in nutrition education classes.

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YMCA World Communique. World Alliance of Young Men's Christian Associations (YMCA), 37 Quai Wilson, CH-1201 Geneva, Switzerland.

Published six times a year, this periodical presents the work of the YMCA through country reports and articles on such topics as refugee and rehabilitation work, skills training for youth, and health and physical education. Issues published in 1979 highlight activities undertaken by YMCAs in honor of International Year of the Child.

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4.3 BIBLIOGRAPHIES

Bekombo-Priso, M. Education des Parents: Bibliographie Selective Annotee/Parent Education: Selective Annotated Bibliography. 1979. Unesco, 7 Place de Fontenoy, 75700 Paris, France.

A bibliography compiled for Unesco by the International Federation of Parent Education for the International Year of the Child. Contains sections on children, the family and its relationships with society, relationships within families, and the content of parent education. An appendix lists relevant periodicals in French. 61 pp. (In French and English.)

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Bernard van Leer Foundation. Parent Involvement in Early Childhood Education: Selected Titles. 1976. Bernard van Leer Foundation, P.O. Box 85905, 2508 CP, The Hague, Netherlands.

A valuable bibliography indicating the importance of parent involvement in new ways of learning in early childhood education and in enriching the nature of early childhood education in less fortunate sections of societies. 96 pp.

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Gonzales, Rodas, Amparo. Bibliografia Sobre Desarrollo Infantil y Education Preescolar Bogota. 1978. Instituto Colombiano de Bienstar Familiar (ICBF), Subdireccion de Promocion Social, Ministerio de Salud Publica, Avenida 68, Apartado Aereo 13116, Bogota, D.E., Colombia.

Compiled for use by researchers and individuals involved in program planning and implementation, this bibliography covers books, periodical literature, and audio-visual materials related to preschool education. The almost 1800 items cited are located in documentation centers in and around Bogota. In Spanish. 168 pp.

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Nwanosike, Eugene O. Youth, Children and Development: A Select Bibliography. Bibliographical Series No. 5. 1980. Regional Pan African Institute for Development (PAID), P.O. Box 133, Buea, S.W. Province, Cameroon.

This bibliography, covering documents available in the PAID library, cites articles and books on such issues as program planning for youth and children, basic needs, and the situation and roles of youth and children. 19 pp. +

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United Nations Asian and Pacific Development Institute (UNAPDI). Children in Asia and Asian Development. 1977. UNAPDI Library and Documentation Centre, P.O. Box 2-136, Bangkok, Thailand.

This special bibliography covers literature held by the UNAPDI Library and Documentation Centre. Four sections cover child development, children in Asia, Asian development, and global development issues. 56 pp.

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United Nations Asian and Pacific Development Institute (UNAPDI). Delivery of Social Services with Special Reference to Children and Women. 1977. UNAPDI Library and Documentation Centre, P.O. Box 2-136, Bangkok, Thailand.

This second special bibliography covers resources held by the UNAPDI Library Documentation Centre and by libraries of the Economic and Social Commission for Asia and the Pacific, UNICEF, and Unesco. The items listed are grouped into the following four categories: problem identification; analytical frameworks for social policy and planning, resource allocation, and cost-benefit analysis; alternative approaches to social service delivery; and alternative strategies for the organization and management of social services. 64 pp.

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5.0 RECENT ACQUISITIONS

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Bernard van Leer Foundation. Mision Sobre Educacion Infantil Temprana. 1976. Bernard van Leer Foundation, P.O. Box 85905, 2508 CP, The Hague, Netherlands. (In Spanish.)

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Choudhury, M. Khashruzzaman and A.K.M. Obaidullah. Outdoor Primary Education in Bangladesh. Experiments and Innovations in Education No. 40. 1980. Unesco, 7 Place de Fontenoy, 75700 Paris, France. 60 pp.

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Hallden, Ola. Activity Learning and Learning Activity: Discussions of a Concept, and an Outline for an Empirical Study. Report No. 2 in the Project "Activity Learning and Cooperation." 1980. University of Stockholm, Institute of Education, S-106 91 Stockholm, Sweden. 53 pp.

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Headlam, Susan. Child Care. 1980. World Relief, 450 Gundersen, P.O. Box WRC, Wheaton, Illinois 60187, USA. 58 pp.

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Le Bras, Herve. Child and Family: Demographic Developments in the OECD Countries. 1979. Centre for Educational Research and Innovation (CERI), Organization for Economic Cooperation and Development (OECD), Publications Office, 2 Rue Andre-Pascal, 75775 Paris Cedex 16, France. 218 pp.

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Mohanty, Sunil Behari. "Will Non-Formal Programme Help?" The Hindu. March 31, 1981. Available from Sunil Behari Mohanty, Centre of Advanced Study in Education, M.S. University, Baroda 390002, India. pp. 19.

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Mota, Vivian M. The Burdened Women: Women's Work and Child Care in the Dominican Republic. 1979. Overseas Education Fund (OEF) of the League of Women Voters, 2101 L Street, N.W., Suite 916, Washington, D.C. 20037, USA. 62 pp.

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UNICEF. Children in Asia, 1977. 1977. UNICEF, East Asia and Pakistan Regional Office, 19 Phra Road, P.O. Box 2-154, Bangkok Thailand. 184 pp.

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